

OMEP Children's Day

OMEP-USNC

CHILDREN'S DAY

Activity
Packet 2004



November 20th

***A day to honor all children
and to promote a better understanding of
their needs and rights as human beings***



The United States Committee of OMEP
(the World Organization for the
Education of Young Children)
has chosen **November 20th** as

Children's Day

to coincide with the
November 20th, 1989,
signing of the United Nations Convention on the
Rights of the Child.

OMEP is the only international organization working for the education and welfare of all young children locally as well as internationally. Organized in 1948 in Prague, Czechoslovakia, OMEP is an international non-governmental (NGO) organization cooperating with UNESCO, UNICEF, the UN Commission for Economic and Social Change, and the Council of Europe.

In this activity packet, you will find a variety of ideas for reminding everyone of the importance of children:

- tools for inspiring your colleagues and reminding communities of their obligations to protect childhoods everywhere.
- activities to help children learn to value themselves as capable of making a difference in bettering the world we all live in.
- ideas for celebrating with play the spirit of hope and cooperation in all of us!

We invite you to share your activity ideas with OMEP-USNC so that new celebration can take place not just once a year on November 20th but on the 20th of every month!



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Compiled and edited by Lita Haddal. 2004.

PRESS RELEASE

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OMEP-USNC

The United States Committee of OMEP
The World Organization for the Education
of Young Children



“Children’s Day” Announced as A Day to Celebrate Children Nationwide

A new national holiday has been announced by the national board of the United States National Committee of OMEP. A day to honor all children and to promote a better understanding of their needs and rights as human beings, November 20th is designated to be the annual holiday date. This year Children’s Day coincides with the 15th anniversary of the signing of the United Nations Convention on the Rights of the Child.

“We’re encouraging parents, teachers, caregivers and anyone who cares about children to take part in celebrating Children’s Day,” stated Lita Haddal, an OMEP-USNC board member and child care specialist at the Wisconsin Child Care Information Center. “And we want to hear

about activities that take place throughout the country.”

Activity Packets from both 2003 and 2004 are available at OMEP-USNC’s Website – www.omep-usnc.org. Included in the packets are ideas for individual or group projects to do at home, in the classroom or in the community.

“One of the exciting things about this special day is that it will be celebrated, not once a year, but every month,” adds Dorothy Sailor, chair of the OMEP-USNC Committee for Resolutions and Advocacy and a faculty member at Fullerton College in California. Thinking beyond this annual event, the Resolution and Advocacy Committee is trying to make the 20th of *each month* a special time to focus on children by having new information and children’s activities on the OMEP website under Events.

“OMEP is the only international organization working for the education of all young children at the local and global level,” stated Dr. Gwendolyn Coe, current president of OMEP-USNC and head of the Early Childhood Education Program at the University of Wisconsin-Platteville. “In 1948, following the devastation of a world war, children’s advocates in Prague created an organization to recall the needs that are unique to young children.”

Today, OMEP-USNC is a non-profit organization whose membership is open to all who care for and about children. Visit www.omep-usnc.org for more information.

Participation

Sometime when you're feeling important,
Sometime when your ego's in bloom,
Sometime when you take it for granted
You're the best qualified in the room,
Sometime when you feel that your going
Would leave an unfillable hole,
Just follow this simple instruction,
And see how it humbles your soul.

Take a bucket and fill it with water,
Put your hand in it, up to the wrist,
Pull it out, and the hole that's remaining,
Is a measure of how you'll be missed.
You may splash all you please when you enter,
You can stir up the water galore,
But stop and you'll find in a minute,
That it looks quite the same as before.

The moral in this quaint example,
Is do just the best that you can,
Be proud of yourself, but remember,
There's no indispensable [wo]man.
Now please don't be so discouraged;
There's yet something more to do.
Now that you're properly humbled,
Here is a thought that is new.
After you've tried the experiment,
Back to your bucket go.
Once more put your hand in the water,
There's one thing more you should know.



As your fingers break through the surface,
The level will start to rise.
And as this experiment progresses,
The truth becomes hard to disguise.
Even a small contribution,
Will make a change to the whole,
And noting the effect of your effort,
The bottom becomes your goal.
For the more of yourself that goes in,
The greater the result will be;
And though there's no hole when you leave
Your presence is what they see.

-Author Unknown

Standing Closer

In a crowded elevator at the NAEYC convention, a first-time conference attendee found herself standing next to Docia Zavitkovsky, former president of the National Association for the Education of Young Children and author of the column "A Docia Story", for Child Care Information Exchange magazine. Docia's anecdotes reflect on trouble spots and tender issues in the daily work with children. The child care worker was surprised and thrilled to see this national figure in real life and at close range.

As they stood side-by-side facing the elevator doors, the newcomer said in a confidential tone, "What a thrill to be standing next to you!"

Docia responded immediately, sidling up shoulder-to-shoulder next to her admirer, beaming jovially and saying, "Then we have to stand just as close as we can get!"

What an apt picture of child care work. We stand for children, as close as we can get.... to families, communities, and each other.

Advocacy starts by being a friend to children. It means doing more than what is required of you, stepping beyond what is needed and on to what is right. Advocacy does not always mean visiting legislators and marching on Washington, sit-downs, embargoes, or even voting. Child advocacy starts as a small act, correcting a wrong or preventing a mishap. Listen. Watch. Are you hearing a message? ...Stand a little closer.

-Lita Kate Haddal



Ways to Be a Friend to Children

Write letters to the editor, to your legislative representatives, to policymakers. Applaud those who help children and families. Blow the whistle on those who hurt them.



Make your workplace family friendly.

Make phone calls about issues that concern you and benefit children and others whose rights are not being respected or needs met.

Reach out to a parent. Remember that all parents want the same things for their children- a home, education and a chance to succeed.

Encourage parents and other people who care about children to register, become informed and vote.



Make your neighborhood an extended family.

Visit your state legislators as well as local government officials.

Be a role model. Children are watching you. They will learn from what you do.

Reach out to a child. A smile or word of encouragement can mean a lot.

Keep an eye on local and national policy decisions that affect children. Find out who's for children and elect officials who put caring into action.

-Catherine Kearn

Links to Other Resources

International Organizations Serving Young Children

As members of the international education community, we need to try both locally and globally, to interact with our partner organizations and assist each other in the important work of protecting childhoods for the betterment of humankind. The first step in doing that is to learn who our partners are and what the battles are to be fought.

Bookmark the following websites offering information about international early childhood education and links to other initiatives and resources. Use them in your classes, share them with colleagues, join their listservs, become informed!

ACEI, Association for Childhood Education International, <http://www.udel.edu/bateman/acei>

CCIE, Child Care Information Exchange magazine, <http://www.ccie.com>

UNICEF, <http://www.unicef.org>

Amnesty International, <http://www.amnesty.org/>, and <http://www.amnestyusa.org/home.html>

Save the Children, <http://www.savethechildren.org>

The European Union, <http://europa.eu.int/>

OMEP, <http://www.omep-international.org>, and <http://omep-usnc.org>

United Nations, <http://www.un.org/>

World Association of Early Childhood Educators, <http://www.waece.org>

The Clearinghouse on International Developments in Child, Youth and Family Policies at Columbia University, <http://www.childpolicyintl.org>

CYC, The International Child and Youth Care Network, <http://Www.Cyc-Net.Org/>



The following list is a directory of organizations serving children under the age of eight in more than one nation. It has been compiled with the assistance of Nilgun Aydogan, Bernard Combes, Joseph Hunt, Sarah Klaus, Wendy Scott, Valora Washington, and Louise Zimanyi. Undoubtedly, organizations have been missed in this listing. The team welcomes suggestions on additional organizations to be

included or any changes to be made for the listings below. Send your suggestions to:

info@ChildCareExchange.com

Academy for Educational Development

Washington, DC, USA

www.aed.org

Independent and non profit, AED is committed to solving critical social problems through education, research, training, social marketing, and policy analysis. Major areas of focus include health, education, youth development, the environment, and leadership development.

Aga Khan Developmental Network

Geneva, Switzerland

www.akdn.org

The Aga Khan Foundation is a nondenominational, international development agency established in 1967 by His Highness the Aga Khan. Its mission is to develop and promote creative solutions to problems that impede social development, primarily in Asia and East Africa. The Aga Khan Development Network focuses on health, education, culture, rural development, institution-building, and the promotion of economic development.

Arab Resource Coalition

Nicosia, Cyprus

www.mawared.org

The general aim of the Arab Resource Collective (ARC) is to cooperate with community-based organizations, working throughout the Arab world, in identifying the needs and challenges they face, and in developing their human resources. ARC's immediate objectives are: to produce and disseminate relevant knowledge through written and audiovisual materials, to help in developing needed skills through training on the production and use of resources, and to promote and practice networking among organizations and workers at the grass-root level.

Asian Development Bank

Manila, Philippines

www.adb.org

ADB is a non profit multilateral development finance institution dedicated to reducing poverty in Asia and the Pacific. It helps improve the quality of people's lives by providing loans and technical assistance for a broad range of development activities. ADB focuses on the promotion of pro-poor, sustainable economic growth, social development, protection of the environment, promotion of gender and development, private sector development, and regional cooperation.

Association for Childhood Education International

Olney, Maryland, USA

www.acei.org

The mission of ACEI is to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society. With more than 150 branches worldwide, ACEI provides support to more than 11,000 members.

Bernard van Leer Foundation

The Hague, The Netherlands

www.bernardvanleer.org

The foundation seeks to enhance opportunities for children growing up in circumstances of social and economic disadvantage, with the objective of developing their innate potential to the greatest extent possible. The concentration is on children 0-7 years because scientific findings have demonstrated that interventions in the early years of childhood are most effective in yielding lasting benefits to children and society.

Children's Aid Society

New York, New York, USA

www.childrensaidsociety.org

From adoption and foster care to health services and education, The Children's Aid Society is on the front lines of services to underserved children and families, providing cutting-edge programs in community centers, camps, public schools, family courts, and even in children's own homes. The goals of the society are: to ensure the physical and emotional well being of children and families, and to provide each child with the support and opportunities needed to become successful, healthy, and contributing adults.

Children's Rights Information Network

London, United Kingdom

www.crin.org

The key objectives for Children's Rights Information Network (CRIN) are to improve the lives of children by meeting the information needs of organizations and individuals working for child rights, supporting and promoting the implementation of the Convention on the Rights of the Child, and developing networking tools that enable effective information exchange among members of CRIN.

Christian Children's Fund

Richmond, Virginia, USA

www.christianchildrensfund.org

The Christian Children's Fund creates an environment of hope and respect for needy children of all cultures and beliefs in which they have opportunities to achieve their full potential, and provides practical tools for positive change to children, families, and communities.

The Consultative Group

Toronto, Ontario, Canada

www.ecdgroup.com

The Consultative Group on Early Childhood Care and Development, is a diverse consortium of agencies, donors, NGOs, and foundations that links with regional-based Early Childhood Care and Development networks comprised of individuals and organizations involved in programming, research, policy-advocacy, monitoring, and evaluation for young children (0-8) at risk in the Majority World.

Defense for Children International

Geneva, Switzerland

<http://defence-for-children.org>

Defense for Children International (DCI) is an independent non-governmental organization set up during the International Year of the Child (1979) to ensure ongoing, practical, systematic, and concerted international action specially directed towards promoting and protecting the rights of the child.

European Children's Trust

London, United Kingdom

www.eur-child-trust.org.uk

The aim of the European Children's Trust is to help reform child care systems and structures and to develop local capacity in central and southeastern Europe and the former Soviet Union. The Trust provides policy advice, seed funding, technical assistance, training for local staff, and program management. The Trust supports initiatives which pilot community-based services to support parents in fulfilling their primary role as carers of children, and which pilot family-based services for children who are in need of public care.

Free the Children

Richmond Hill, Ontario, Canada

www.freethechildren.org

Free the Children is an international network of children helping children through representation, leadership, and action. Free the Children has two main purposes: To free children from poverty, exploitation, and abuse, and to give children a voice, leadership training, and opportunities to take action on issues which affect them from a local to an international level. Free the Children is dedicated to eliminating the exploitation of children around the

world, by encouraging youth to volunteer in, as well as to create programs and activities that relieve the plight of underprivileged children. Free the Children is registered in more than 20 countries.

High/Scope Educational Research Foundation

Ypsilanti, Michigan, USA

www.highscope.org

High/Scope, an independent non profit research, development, training, and public advocacy organization located in Ypsilanti, Michigan, was founded in 1970. The Foundation's principal goals are to promote the learning and development of children worldwide from infancy through adolescence and to support and train educators and parents as they help children learn. In a High/Scope program, students learn through active involvement with people, materials, events, and ideas.

International Child Resource Institute

Berkeley, California, USA

www.icrichild.org

Since 1981, ICRI has been providing services for families and children locally and around the world. ICRI makes a difference by providing technical assistance and consultation to a wide variety of national and international organizations, businesses, governments, non profits and others interested in such children's issues as child care, child abuse prevention, child survival, maternal and child health, placement alternatives for abandoned and traumatized children, and the promotion of children's rights.

International Step by Step Association

Amsterdam, The Netherlands

www.issa.nl

The International Step by Step Association (ISSA) is a forum for parents, teachers, and faculty to promote the values of open society and equal access to a quality education for all children. ISSA's activities grew out of the Step by Step Program, which was created in 1994 by the Soros Foundations Network and Children's Resources International to foster democratic principles and strengthen community involvement in early childhood education. At the time of ISSA's establishment in the Netherlands in 1999, the Step by Step Program was being implemented in 26 countries, reaching over 500,000 children and their families.

Mercy Corps

Portland, Oregon, USA

www.mercycorps.org

Mercy Corps is a not-for-profit organization that

exists to alleviate suffering, poverty, and oppression by helping people build secure, productive, and just communities. The agency now operates in more than 25 countries reaching 5 million people worldwide. Since 1979, Mercy Corps has provided more than \$575 million in assistance to 73 countries. Mercy Corps is known nationally and internationally for its quick-response, high-impact programs. Over 95 percent of the agency's resources are allocated directly to programs that help those in need.

Mother Child Education Foundation

Istanbul, Turkey

www.acev.org

Mother Child Education Foundation aims to empower people by means of education and enable them to improve the quality of their lives. Among their goals is to implement, evaluate, and provide consultation on the Foundation's various programs such as Mother Child Education, Functional Adult Literacy, Women's Empowerment, and Father Enrichment Programs. They also work to raise public awareness on early childhood, literacy, empowerment, and adult education issues.

Organization for Economic Co-operation and Development

Paris, France

www.oecd.org

The OECD groups 30 member countries sharing a commitment to democratic government and the market economy. With active relationships with some 70 other countries, NGOs, and civil society, it has a global reach. Best known for its publications and its statistics, its work covers economic and social issues from macroeconomics, to trade, education, development and science, and innovation.

Organisation Mondiale pour L'Education Pre-Scolaire

Berkshire, United Kingdom

www.omep-international.org

OMEP is an international, non-governmental organisation, founded in 1948 to benefit children under the age of eight years throughout the world. OMEP is currently represented in 70 countries and co-operates with other international organisations with similar aims. OMEP's aim is to promote the optimum conditions for all children, in order to ensure their well-being, development, and happiness, both within their family unit and the wider communities in which they live.

Plan International

Surrey, United Kingdom

www.plan-international.org

Plan is a humanitarian, child-focused organization working with families and their communities to meet the needs of children around the world. Non-political, and with no religious affiliations, Plan aims to build a better world for children, now and in the future by setting up long-term development projects in their communities. Each year, Plan funds more than 20,000 new projects and thousands of ongoing ones. Plan projects can be grouped into five key areas: building relationships, education, housing, health, and livelihood.

Save the Children Alliance

Westport, Connecticut, USA

www.savethechildren.org

Children today face greater challenges than ever before. More children are born into poverty and suffer from war and natural disaster than at any other time in modern history. Never has there been such global consensus on the need to protect the rights and well-being of children everywhere. To help these children get the best possible start in life, Save the Children is promoting locally appropriate programs in education, health care, environmentally sound agriculture, and economic productivity.

UNESCO

Paris, France

www.unesco.org

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture, and communication in order to further universal respect for justice, for the rule of law, and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language, or religion, by the Charter of the United Nations.

UNICEF

New York, New York, USA

www.unicef.org

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behavior towards children. This organization is also committed to ensuring special protection for the most disadvantaged children - victims of war, disasters, extreme poverty, all forms of violence and exploitation, and those with disabilities.

Unitarian Universalist Service Committee

Cambridge, Massachusetts, USA

www.uusc.org

With more than 25,000 members and supporters, the Unitarian Universalist Service Committee is a nonsectarian organization that promotes human rights and social justice worldwide. Through a potent combination of advocacy, education, and partnerships with grassroots organizations, UUSC supports programs and policies that empower women, defend the rights of children, and support the struggles of indigenous people and oppressed racial and ethnic groups. UUSC also provides financial and technical support when disasters strike impoverished areas.

World Bank

Washington, DC, USA

www.worldbank.org/children/

The World Bank has three main goals: To fight poverty with passion and professionalism for lasting results; to help people help themselves and their environment by providing resources, sharing knowledge, building capacity, and forging partnerships in the public and private sectors; and to be an excellent institution able to attract, excite, and nurture diverse and committed staff with exceptional skills who know how to listen and learn.

World Vision International

Geneva, Switzerland

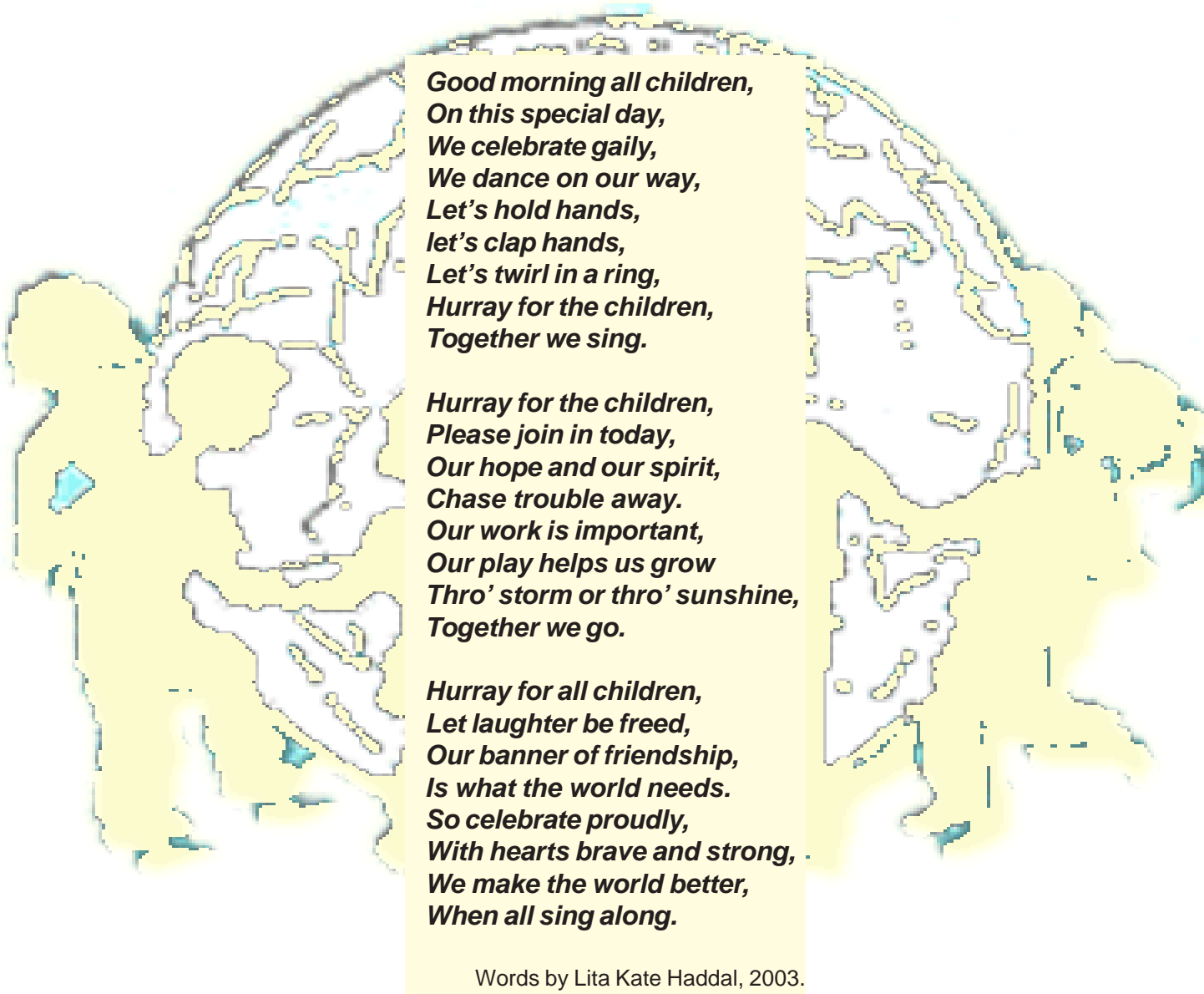
www.wvi.org

Founded in 1950, World Vision is a Christian humanitarian organization, serving the world's poorest children and families in nearly 100 countries. World Vision helps transform the lives of children and families in need around the world, without regard to religious beliefs, gender, race, or ethnic background. World Vision's partners help demonstrate God's love and hope and share His blessings by helping transform the lives of children and families with things like clean water, nutritious food, health care, and education.



Compiled by Roger Neugebauer, Child Care Information Exchange. Adapted by Lita Haddal.

Children's Day Song



*Good morning all children,
On this special day,
We celebrate gaily,
We dance on our way,
Let's hold hands,
let's clap hands,
Let's twirl in a ring,
Hurray for the children,
Together we sing.*

*Hurray for the children,
Please join in today,
Our hope and our spirit,
Chase trouble away.
Our work is important,
Our play helps us grow
Thro' storm or thro' sunshine,
Together we go.*

*Hurray for all children,
Let laughter be freed,
Our banner of friendship,
Is what the world needs.
So celebrate proudly,
With hearts brave and strong,
We make the world better,
When all sing along.*

Words by Lita Kate Haddal, 2003.

The United States Committee of OMEP (the World Organization for the Education of Young Children) has chosen November 20th as Children's Day, a day to honor all children and to promote a better understanding of their needs and rights as human beings.

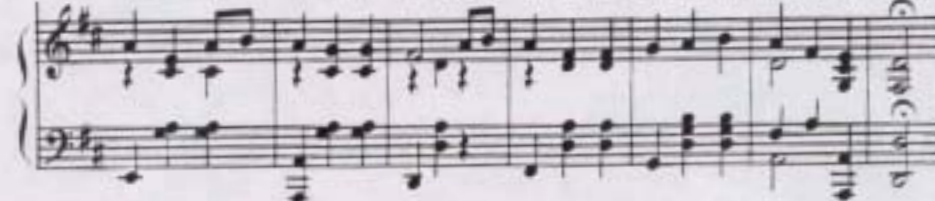
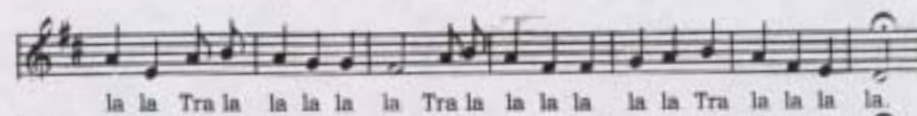
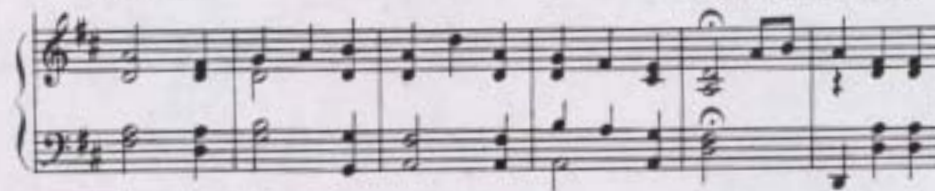
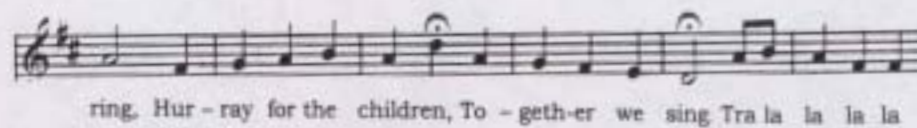
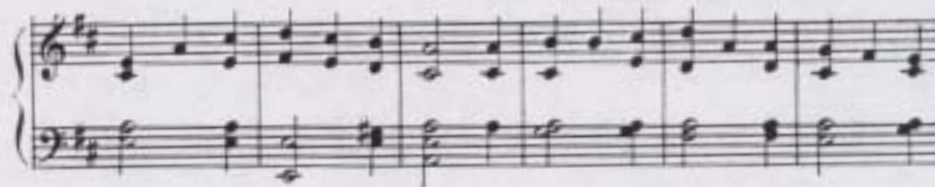
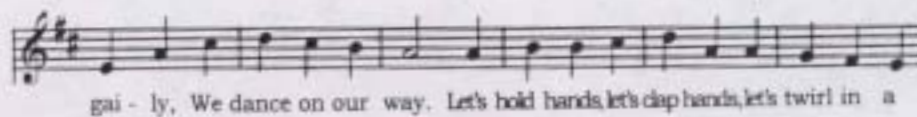
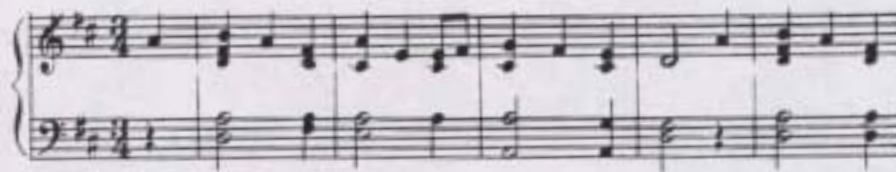
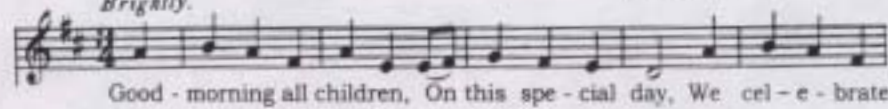
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Children's Day Song

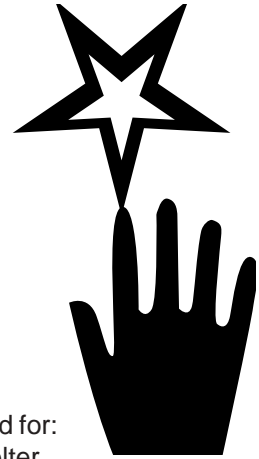
Music: Mildred J. Hill

Words: Lita Kate Haddal

Brightly.



Our Greatest Treasures



Children are a precious gift,
An affirmation of the miracle of Life,
A glimpse of the sacred and pure.

But a delicate treasure they are:
So innocent, so dependant, so vulnerable.
They trust in us to keep them safe.

How then shall we care for these greatest of treasures?
With patience and nurturance,
With kindness, gentleness and compassion.

Make sure that their basic needs are provided for:
Healthy meals, proper clothing, and safe shelter.
Keep them cool in the Summer, warm in the Winter.

Comfort them when they cry, when they hurt.
Carry them when they are tired or weak.
Care for them when they are sick.

Protect them from harm.
Carefully choose in whose watch they are kept.
Be not silent when you witness *any* child abused or neglected.

Don't turn away from a child in need,
Even if he or she is not your own.

For we all suffer when we abdicate our responsibility to the young.

Don't let children walk blindly into unsafe territory,
Share your own life experiences as aged, tested wisdom,
Let them benefit from the lessons you have learned.

Yet, don't over-protect or push them to unreal expectations.

Rather, let each grow according to his or her individual self,
Each to their own pace and capacity, to their own unique nature.

Allow them to try, even to fall and make mistakes.
Allow them to accept consequences and learn responsibility.
When they fall, help them get up with renewed spirit.

Encourage them to dream, to play, to create, to feel.
Respect their attempts for individuality and independence -
Traits that will serve them well in our challenging world.

Listen to them and allow them to be heard; respect their opinions.
Don't coldly invalidate their thoughts or deny their feelings or fears.
Believe in them and help them believe in themselves.

Push for personal excellence, but never for perfection.

Reward sincere effort, irrespective of outcome.

Acknowledge that even "failures" are still valid attempts.

Read good stories, sing together, laugh together, learn together.
Enjoy the beauty of nature together.
Spend quality time together.

Encourage their questions, their curiosities.

Let no question be stupid or unaskable.

Don't be afraid to say, "I'm not sure, but that's a good question!"

Never be too proud to say, "I made a mistake."
Be quick to say "I'm sorry."

Always encourage communication and forgiveness.

Realize that, like adults, children have both better and worse days.

Always be patient.

Be abundant in forgiveness by looking not backward but forward.

Don't accentuate their disabilities or weaknesses.
Instead stress their abilities and strengths,
Who they *are* rather than who they are not.

Give unconditional love, praise and support.
For demeaning criticism is destructive,
While praise to children is like sunshine and water to flowers.



Help them build good character and virtue:
Responsibility, self discipline, honesty and compassion.
Let them learn from your sterling good example.

Teach them how to choose good friends,
And how to *be* a good friend.
Show them skills how to avoid negative influences.

Don't force or coerce faith,
Rather provide religious inspiration and moral consistency
That they will intuitively want to emulate.

Provide them with tools to be emotionally resilient.
Teach them skills to keep them buoyant
Through the stormy waves we know life can sometimes bring.

Teach them not to deny the negative.
But to keep mostly focused on the positive.
Help them explore and feel life's refreshing wonders.

Help them to have courage in the face of challenge and handicap.
For those with especially sensitive souls,
Teach them to protect their vulnerabilities.

Sure, set limits and standards.
Provide structure, goals and appropriate discipline.
But always in gentle fairness and never in anger.

If you've had a particularly hard day, which we all do,
Let your frustration or anger cool.
Communicate to your child, "I'm having a difficult day today."

If you're feeling pressure, don't take it out on a child.
Abuse and neglect - whether physical or emotional - is cruel.
Children are not dumping grounds for adults' problems.

If you have suffered abuse in your childhood,
Defy those who abused by stopping the cycle of abuse, now.
Get professional and pastoral help, as needed, to heal and grow.

Let your child see parents who relate to each other with love.
Who share and give to one another without control,
Who resolve conflicts with respect, mutuality and affection.

Build a home of warmth, of wisdom, of faith, of love, of peace.
Let your voice - inside and outside the home - be gentle and kind,
Let your home be a hermitage of safe and joyous refuge.

Children are life's greatest treasures.
Not only for what they give us,
But also for the goodness within ourselves they help us discover.

Celebrate each child simply for who he or she is.
For every child is life itself,
In each child is our hope for a better tomorrow.

So, care well for these greatest treasures.
In doing so, children reconnect us to our own selves, our own souls.
Indeed, children reconnect us to God.

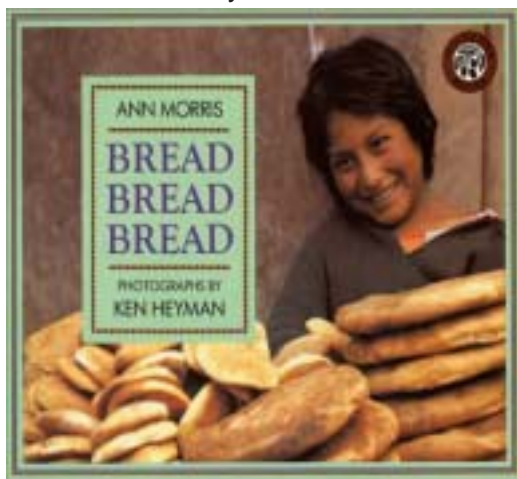


*By Jimmy Zimberg, from the book
"Jimmy's Guide to ALL KIDS NEED"
ISBN 1-928995-00-4
Reprinting permitted.*

Recommended Reading

Visit your local public library to borrow these books which show children that while we live in a diverse world, we all need food. If they are not available at your local library, you may request them through interlibrary loan service.

The Book of Breakfasts by Karen Gray Ruelle. Illustrated by Lizi Boyd. Red Wagon Books/Harcourt, 1997. Ages 12 months-2 years. "Bird snaps/cat laps/dog crunches/pig munches" are a few of this board book's succinct descriptions of how a variety of creatures eat the first meal of the day.



Bread Bread Bread by Ann Morris. Photographs by Ken Heyman. Lothrop, Lee & Shepard, 1989. 32 pages. Ages 2-5. Color photos show people around the world eating bread, while a few words on each page point out the similarities and differences in this basic food item across cultures.

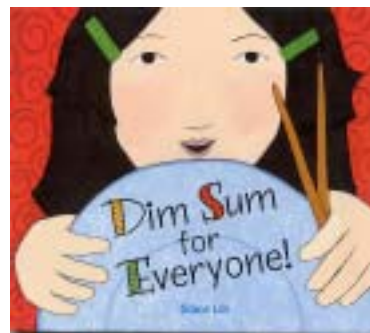
Cherry Pies and Lullabies by Lynn Reiser. Greenwillow, 1998. 40 pages. Ages 3-8. Four generations of mothers and daughters share family traditions of cherry pies, special quilts, flower crowns, and a cherished lullaby.

Dim Sum for Everyone! by Grace Lin. Knopf, 2001. 24 pages. Ages 3-6. A young Chinese girl and her family dine out for *dim sum*, and everyone chooses his or her favorite among the "many little dishes."

Growing Vegetable Soup by Lois Ehlert. Harcourt, 1987. 32 pages. Ages 2-6. Boldly colored illustrations and a simple text celebrate and explain the vegetable garden, from seed to soup.

A Harvest of Color: Growing a Vegetable Garden by Melanie Eclare. Ragged Bears, 2002. 24 pages. Ages 4-7. Six diverse children work together to grow vegetables in a photo documentary that includes advice for young garden enthusiasts.

Hold the Anchovies! A Book about Pizza by Shelley Rotner and Julia Pemberton Hellums. Photographs by Shelley Rotner. Orchard, 1996. 24 pages. Ages 3-6. Young pizza lovers will learn how a pizza is made in this mouth-watering photo-essay.



How are You Peeling? Foods with Moods by Saxton Freymann and Joost Elffers. Arthur A. Levine Books / Scholastic Press, 1999. 44 pages. Age 4 and older. Ever seen a timid radish? A jealous tomato? You will in this hilarious book that uses photos of real fruits and vegetables to show a range of human emotional expressions.

I Can't Have Bannock But the Beaver Has a Dam by Bernelda Wheeler. Illustrated by Herman Bekkering. Pemmican Publications, 1984. 32 pages. Ages 3-9. Hungry for bannock, a contemporary American Indian child wants his mother to explain why a beaver's chewing of a tree caused the power lines to fall down—and why no power means no hot oven for baking bannock.

I Smell Honey by Andrea Davis Pinkney. Illustrated by Brian Pinkney. Red Wagon Books / Harcourt, 1997. 16 pages. Ages 9 months-3 years. An African-American child helps her mother prepare a meal of catfish, collard greens, red beans and sweet potato pie.

It's My Birthday by Helen Oxenbury. U.S. edition: Candlewick Press, 1994. 24 pages. Ages 2-4
After all the necessary ingredients are acquired, a young child and a troop of generous animal volunteers set out to make—and eat!—a birthday cake.

Let's Eat! by True Kelley. Dutton, 1989. 32 pages. Ages 18 months-4 years. A diverse cast of characters offers a simple introduction to food and eating by showing a variety of behaviors and routines.



Mice and Beans by Pam Muñoz Ryan. Illustrated by Joe Cepeda. Scholastic Press, 2001.

32 pages. Ages 4-6. With a little help from the household mice, Rosa María prepares enchiladas, rice and beans, and lemonade for her granddaughter's birthday party.

Pickin' Peas by Margaret Read MacDonald. Illustrated by Pat Cummings. HarperCollins, 1998. 32 pages. Ages 3-7. A wily rabbit and a brown-skinned girl compete to see who can be first to harvest a bountiful pea crop.

The Seven Silly Eaters by Mary Ann Hoberman. Illustrated by Marla Frazee. Brown Deer Press / Harcourt Brace, 1997. 38 pages. Ages 4-7. Pure nonsense rules in this rhyming tale about the plight of Mrs. Peters, whose seven children are such fussy eaters it becomes nearly impossible for her to serve a meal that more than one of them will eat.

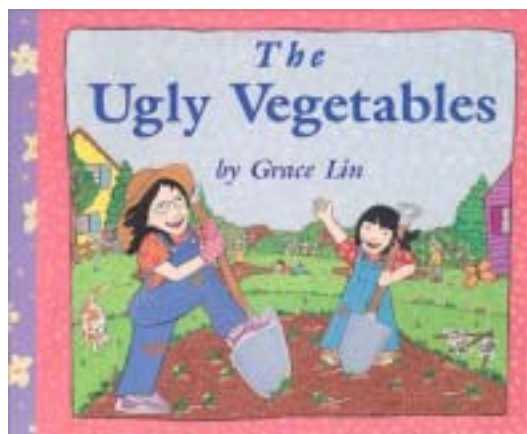
Tortillas and Lullabies/Tortillas y canciones by Lynn Reiser. Coordinated and translated by Rebecca Hart. Illustrated by "Corazones Valientes." Greenwillow, 1998. 40

pages. Ages 3-8. A companion volume to *Cherry Pies and Lullabies* (above) features lush illustrations by a Costa Rican collective of six women artists. The South American setting demonstrates how families everywhere find new ways to do old things, while the expressions of love at the heart of their actions remain constant.

The Turnip illustrated by Pierr Morgan. Philomel, 1990. 32 pages. Ages 2-4. A massive turnip requires the combined strength of Dedoushka, Baboushka, Mashenka, the dog, the cat, and finally, a little mouse, to pull it from the ground.

The Ugly Vegetables by Grace Lin. Talewinds/Charlesbridge, 1999. 32 pages. Ages 3-6. At first self-conscious about the unusual plants in her mother's garden, a Chinese American girl is pleasantly surprised by the neighbors' appreciation of the "ugly" vegetables.

We're Going on a Picnic! by Pat Hutchins. Greenwillow/HarperCollins, 2002. 32 pages. Ages 2-4. Hen, Duck and Goose pack their favorite foods for a picnic outing, but then struggle to agree on the perfect spot for their meal.



Bubble Wrap Rhythm Band

(all ages)

Let children try to keep time to a song with a well marked beat by popping the bubbles on the plastic wrap that comes as packing insulation. Waiting for a particular time in a song, such as “Pop! Goes the Weasel”, to squeeze out the sound allows little ones time to get their fingers on a new bubble. Older children might find it fun to make noises with their feet, elbows, or by sitting on the bubble wrap. Make sure the bubble wrap is thrown away when you are done with your popping and it has served its purpose as a musicmaker.

Handprint Lilies

(preschoolers and schoolagers)

Have children outline their hands on white or colored paper (aluminum foil or giftwrap can also be used) and cut out along the line drawn. Roll the cutout into a cone, the finger shapes at the open end, and staple, glue or tape it shut. Create the petals with a scissor (pull the paper fingers between your thumb and the scissor edge to curl) or pencil (roll up paper finger over pencil and then unwind). Thread a pipecleaner in and out through a button and secure it by twisting. Thread the other end of the pip cleaner through the inside of the lily cone, creating the stamen and stem of the flower. Cut birch branches from the live birch trees to fill in between the flowers. Put the bouquet in a vase partially filled with water to cover the base of the branches. Watch as the barren branches blossom and “green” in a matter of days, becoming a frothy “spring” bouquet regardless of the season outside.

Recitals

(preschoolers and schoolagers)

Instead of show and tell, let the children have the stage at the piano keyboard or xylophone. Give each child a turn to create a song that the rest of the group listens to. Ask them what they thought about when they played their song, does it have a name, could the other children hear the music tell them a story while they listened.

Audiotaping the children’s inventions saves them for replaying later, which the children love to do. Homemade lyrics can be put to especially good melodies for the group to learn and sing together. As the children become familiar with this activity, they may choose to combine their composing with dancing, working together in their performances. Props such as scarves or streamers can enhance the movement. Edited versions of the tapes make a wonderful program for parents’ meetings without putting performance pressure on the children.



Flower Garlands (all ages, cooperatively)

Pick a bouquet of 10-20 dandelions or flowers. Cut a piece of vine a few inches longer than the circumference of the child's head. Starting at the end of the vine, lay a single flower on top of the vine. The bloom is up and the stem runs parallel with the long length of vine. Using sewing thread, wrap the stem of the flower and the vine together. Lay a second flower a little further down the vine, placing the blossom so as to conceal the area already wrapped with thread. Continue to add to the garland in the way until the length desired is reached. Overlap the ends and bind it in a ring. Two or three 2-foot lengths of ribbon may be tied to the overlapped point and allowed to trail down the child's back.

Dyed Giftwrap (all ages)

Prepare 3-4 bowls of "dye" made of food coloring and water. Fold paper towels, napkins, or rice paper, into random shapes, in accordion folds or a sunburst fold. (Fold paper in half, and half again so that all original corners are together. Then fold in half from the center point, creating a spear-like shape). Dip the paper in the dye, edges and corners only. The colors will bleed into the paper. If it becomes too saturated, press it between newspapers to absorb the excess moisture. Carefully unfold the paper and allow it to dry flat. This makes an interesting background for a bulletin board and book covers. If one turns out especially nice, cover it on both sides with clear contact paper and use it as a placemat.

Celebrate Children Tablecloth (all ages)

Scissors, newspapers, magazines and paste! Have the children find pictures of other children. Have them cut or tear them out of the magazines and newspapers. Try to offer them materials with ethnically and culturally diverse images. Spread out a long and wide roll of giftwrap on the floor or table. Have the children paste the pictures of children all over the paper, covering as much of the surface with images as possible. When dry, cover the paper with clear vinyl sheeting (purchase by the yard at fabric stores). During lunch and snack time, encourage discussion and conversation about the children in the pictures, what they may be feeling, what their lives might be like, how they are similar to themselves.

Low-Tech Photocopying (adults & older schoolagers with supervision)

Place a glossy magazine picture on a layer of newspaper. Saturate it with lighter fluid. Lay it face down on a light colored piece of construction paper. With a pencil, coin, or scissor handle, rub the picture back thoroughly. The image will magically appear on the construction paper but only in the areas that have been scribbled across, giving the impression of movement. Make a collage of "action" pictures or add an appropriate slogan or poem to a poster. Be sure to ventilate well and dispose of the newspaper carefully after the project. Always protect pets and children from toxic art materials.

Snow Lanterns

(all ages)

When snow is good for packing, this activity satisfies the craving to make snowballs without the problems accompanying throwing them. Pack about 15 snowballs. Arrange 6-7 of them in a ring about one foot across. Arrange another ring of 5-6 balls on top of the first, placing the balls in between the balls of the lower ring and narrowing the stack toward a cone or igloo shape. You may want to try for a third layer. At this point, place a candle in the center of the lantern, pressing it firmly in the snow so that it will stay standing. After lighting the candle, you can try to place snowballs over the top to close the opening and offer wind protection for the flame. It's not always possible, but looks lovely and inviting anyway, especially on a frosty dark morning, when it is hard to leave home and a nice, warm bed or late afternoons when mom or dad seem to be taking a long time to arrive. Being greeted by a myriad of snow lanterns is a cheery welcome for everyone and a great start to a celebration of children!



No-snow Ice Candles

(all ages)

So it's cold but you don't have snow? Here are two ways to make an outdoor celebration of lights anyway!

1) Fill a balloon with water and then blow it up. The water should be about halfway up the inside of the balloon. Tie it shut. Set it outside in the snow or in the sandbox until it is frozen. If it is not that cold, use your freezer. When frozen, pop the balloon. Remove the ice. Scrape out a hole in the top center of the ice hemisphere and set a tea candle in the hole. For variation, add a few drops of tempera paint to the water before freezing.

2) Cut the top part off a paper milk carton, giving you an even opening and top edge. Fill it with water. Fill a clean used yoghurt cup with pea gravel or stones. Put this into the milk carton. There should be enough gravel in the cup to weigh it down but not so much that it sinks to the bottom. The rim of the cup should be about level with the edge of the milk carton. Put the milk carton in the freezer or outside to freeze. When frozen, peel off the carton and take out the gravel-filled yoghurt cup. Put a tea candle in the hole left by the cup.



Why Not Celebrate Every 20th?

Children's Day is to be held annually on November 20. After that, on the 20th of every month, children's advocates can continue to celebrate a selected aspect of children's lives.

In order to accomplish this, we need input from our members. Last year we announced, "Advocates around the nation will contact public officials, write letters to the editor and op-ed columns, and convene debates about children's issues." Who are those advocates? YOU ARE!

In this packet, you will find materials to photocopy and distribute to your community, teachers, parents, and media regarding Children's Day.

Please send your ideas for classroom and community activities to OMEP-USNC.

Some suggested areas of focus are education and promotion.

Education: Collect and adapt ideas for projects, stories, and songs to help children understand their human rights such as a right to a home, protection, health, an education, a harmonious development, and a peaceful, safe environment. These are concepts that have meaning for even the youngest of children. Ongoing projects and conversations around these issues are especially inspiring.

Promotion: Involve others. Ask other organizations to announce Children's Day in their journals, newsletters, and websites. OMEP members should take it upon themselves to assist child care and early education centers observe this day.

Murals are particularly effective projects for Children's Day both in a classroom/center and in a community setting, such as a shopping mall or park pavilion. They provide a venue for participation and discussion that invites children to depict their feelings or ideas about peace, homes, families, traditions, rituals, etc. Invite the press to report on the project. Take a picture of the children's work and let OMEP show it on our website. Consider documenting your own Children's Day celebration for a future NAEYC conference OMEP poster session.

Please let us know how you or we could put this special day on the map!

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Gift Ideas

The season of gift giving approaches. You may choose to celebrate children in your gift choices. Here are some suggestions you might find helpful.

Books

Dream Me Home Safely: Writers on Growing Up in America. Tells the story of the many ways children make a place in their family and in the world. Several recognized writers share "the people, places, and ideas that made them who they are today and challenge us to consider how our children will remember their own childhoods." A publication commemorating the 30th anniversary of the Children's Defense Fund. Foreword by Marian Wright Edelman. \$13.00. Available at www.childrensdefense.org. Phone: 202 628-8787.

The World According to Mr. Rogers: Important Things to Remember. "Culled from Fred Rogers' speeches, program transcripts, books, letters, and interviews, along with some of his never-before-published writings, this touching book is a testament to the legacy of a man who served and continues to serve as a role model to millions." From Family Communications. \$17. Available at www.naeyc.org or phone 1-866-623-9248.

Greeting Cards

available at www.childrensdefense.org. Phone: 202 628-8787.

Universal Children. Greeting: Peace, Justice, Tolerance, Joy, Love. Illustrated, multicolor. 4.25 x 5. Price: \$ 15.00.

Shining Faces of Children. Greeting: Leave No Child Behind. Illustrated, multicolor. 4.25 x 5. Price: \$ 15.00.

A World of Children. Greeting: Peace on Earth Good Will to All! Illustrated, multicolor. 4.25 x 5. Price: \$ 15.00.

Stand For Children. Greeting: Stand For Children during this holiday season and throughout the year. Illustrated, multicolor. 4.25 x 5. Price: \$ 15.00.

Note Cards. Blank note cards feature lovely sepia-toned images of children by photographer Karen Hudson. All proceeds from these cards support the work of the Black Community Crusade for Children (BCCC). Set of 10 includes envelopes. 6.25 x 4.5. Price: \$ 12.00

Music CD's

A Child's Celebration of the World. Children's songs from around the world. \$15.95 from www.AfterSchoolCatalog.com or phone 1-800-410-8780.

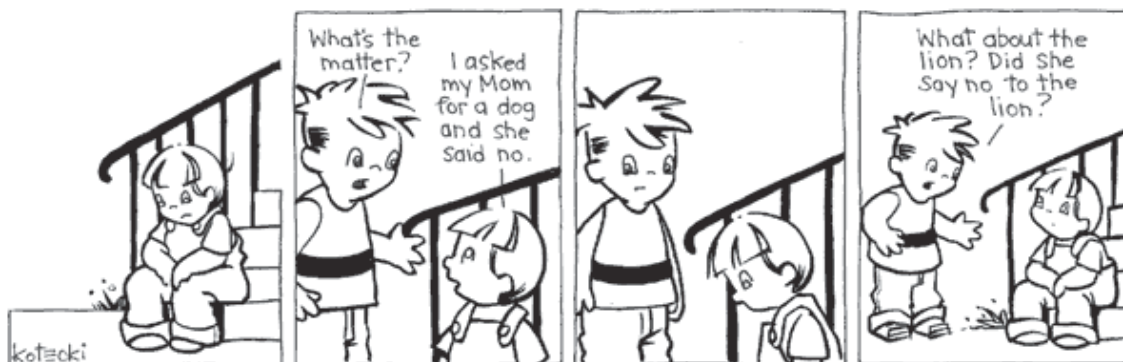
Universe of Song. Well-known children's songs in both Spanish and English. \$15.95 from www.AfterSchoolCatalog.com or phone 1-800-410-8780.

Posters

Colorful laminated posters with positive messages for children, such as, "Hands are not for hitting", "Words are not for hurting", "You're smarter than you think", "Bully-free zone" and "Don't be a hot head, Stay cool". \$6.95. Free Spirit Publications at www.freespirit.com. Phone: 1-800-735-7323.

Inexpensive, evocative posters (in the \$6 price range). Children's Defense Fund at (202)628-8787 or from the CDF webstore at: www.childrensdefense.org

NAEYC has a selection of posters (\$6) including a series of colorful illustrations of literacy rich classrooms and family child care homes and the poster "Children's Opportunities—Our Responsibilities" (39" x 13") featuring many faces of ethnically diverse children at: www.naeyc.org or phone 1-866-623-9248.



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Calendars

Calendar of Black Children, \$12. Contact the Nat'l Black Child Development Institute at <http://www.nbcdi.org/store/calendars.asp>, or phone (202) 833-2220 or 1-800-556-2234.

Community Playthings 2005 Calendar. Calendar is often free at NAEYC conference booth. Phone 1-800-777-4244 or visit www.CommunityPlaythings.com

Totline's *Little Charts: My Daily Calendar*. \$3.99. Plan chores, record daily tasks and benchmark goals met. Each 5 1/4" x 6" chart contains enough room for the student's name, the chart's purpose, and 20 coordinated chart stickers. 36 charts per package. Find it at <http://early-childhood-educators.teacherspecialty.com/products/0742406652.php>

Visit the website www.calendars.com for a wide selection of calendars on many topics. Prices range from \$8-20 dollars. Look for the *Family Organizer: 2005 Deluxe Calendar*, a spiral-bound 16-month wall calendar with extra large squares, or *Mom's Plan-It: 2005 Magnetic Calendar*, with magnetic hanger for easy refrigerator placement.

The Juggling Act Keep Track Calendar for Kids, \$9.95. Undated, ready to fill in and start anytime during the year, it includes stickers that identify important things to remember, i.e., music lessons, school events, assignment due dates, practices, and more. Free Spirit Publishing at www.freespirit.com or phone 1-800-735-7323.

For a free e-calendar with inviting cartoon images by our OMEP cartoonist, Jason Kotecki, go to <http://www.kimandjason.com/pages/gallery/ecalendar/index.html>

Nuns Having Fun 2005 Calendar. The black-and-white and sepia images are from the 1950s and 1960s and show the unexpected lighter side of the often stern-looking sisters and teachers of the past. \$11.95 + free shipping. Available at: <http://www.culturalcatholic.com/nunsalendar.htm> and Cultural Catholic LLC, P. O. Box 634, New London, NH 03257-0634.

Attitude In a Jar for Kids. \$13.95. A different way to mark each of day of the year. Inside this colorful screwtop jar, are 365 "attitude slips" designed to encourage young people to feel good about themselves and claim a positive, hopeful attitude. Examples of the daily affirmations are "Happiness is what's in your heart, not what you own", "Gossip runs down more people than automobiles", "Laughter softens life's rough edges." Also available, *Character in a Jar* and *Riddles in a Jar* from www.freespirit.com or phone 1-800-735-7323.

Free lunar tables wall calendar available at: <http://www.primetimes2.com/pages/9-free-primetimes.html> See when the various phases of the moon will appear which may predict the best time to fish!

More

Dark blue backpack/tote which proudly proclaims in cheery sunshine-yellow type the belief that "the early years are learning years." Front and side outer packets. \$16. Available at www.naeyc.org or phone 1-866-623-9248.

Celebration Gift Tags

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| To: | From: |
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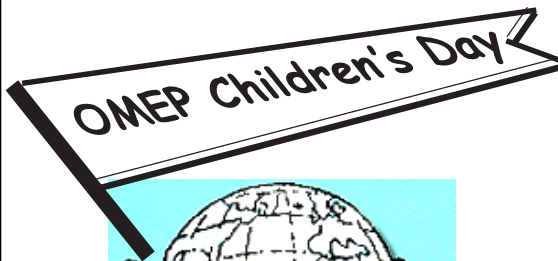
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On cardstock, photocopy these 2 pages, back-to-back (1- to 2-sided).
Cut between frames to make gift tags to remind adults to honor children.

November 20th



*What its children become,
that will the community
become.*

-Suzanne la Folette

www.omep-usnc.org

November 20th



*A day to honor all children
and to promote a better
understanding of their needs
and rights as human beings.*

www.omep-usnc.org

November 20th



*It is the obligation of all
human beings to do what is
right for children.*

-Bev Bos

www.omep-usnc.org

November 20th



*If you can't hold children
in your arms, please hold
them in your heart.*

-Clara McBride Hale

www.omep-usnc.org



OMEP - U.S. National Committee
A Unit of Organization Mondiale pour l'Education Préscolaire
World Organization for Early Childhood Education



OMEP-USNC is a non-profit international organization working for the education of all young children at the local and global level whose membership is open to all who care for and about children.

Visit www.omep-usnc.org for more information or phone the Wisconsin Child Care Information Center, 1-608-224-5388.